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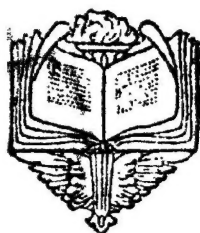
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EDITORIAL

Late Dr. A. C. Woolner.

We regret to announce to the readers of the Modern Librarian the death of the late Dr. A. C. Woolner, the Vice-Chancellor of the Panjab University, whose death took place on the 7th January 1936.

Dr. Woolner was one of those who have contributed materially to the educational development of the Panjab. Himself a scholar of no mean repute he always looked beyond his specialised sphere and left behind him the results of his labours which betoken a comprehensive educational vision.

Dr. Woolner's association with the Panjab began in 1902 in his appointment as a teacher in the Oriental College, and even if his erudition received recognition in his being soon after raised to the Principalship of the College, yet he was really too great for such a work, and eventually he found scope for his wider outlook, first as the Dean of the University Instructions and, then from October 1928 as the Vice-Chancellor of the University.

Dr. Woolner's interests were many and diverse. His work in Sanskrit is well known in India and abroad. History and Archaeology greatly interested him and he was one of the founders of the Panjab Historical Association in 1920. Strange as it may sound in the case of such a scholar, he commanded a company of Punjab Rifles and was for a time in command of the University Training Corps.

From the very beginning of his service in the Panjab, his clear vision grasped the necessity of a good Library as an integral equipment of a University, and if the Panjab University Library can claim to be a leading institution of its kind in the country, the pride and the honour of it is largely Dr. Woolner's. L. Labhu Ram the present Librarian of the Panjab University Library has called the latter "Dr. Woolner's Dream". and—may we add—a dream which is no less a reality !

The Panjab University Library is a child of Dr. Woolner, but it never marked the limit of Dr. Woolner's interest in Libraries. From July 1929 till his death he was a member of the Council of Imperial Library, Calcutta, and in a note communicated to us Khan Bahadur Asud Ullah, the Librarian, tells us that "His voice had force and he was always regared as an authority on Library matters."

By far the greater part of Dr. Woolner's services to the Library Movement in the country were the services of a guide. He presided over many a Library Conference and those who worked with him on these occasions well remember how he combined in himself a clear ideal of what the Library Service ought to be with the patience to go into the details of its working out, and, not the least, the tact and the technique of carrying his co-workers with him.

"Dr. Woolner was out of the ordinary. In a world which scrambled for position and honour, he stood a little apart. He had the right sense of values. For he knew that only the things of the mind and spirit really mattered". Such is the tribute paid to him by Prof. G. C. Chatterjee, and never was a truer tribute paid ! For Dr. Woolner had in himself the triple excellence of a scholar, a philosopher and a child !

Idiosyncracies of Periodical Publications as viewed by the Reference Staff

BY

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1 INTRODUCTION.

1.1 In describing the responsibilities of the library staff, I have stated as follows in one of my books:—

"They should never forget that in libraries, books are collected for USE, prepared for USE, kept for USE and served for USE. The endless technical processes and routine—getting suggestions from experts, acquiring by purchase or gift, accessioning, classifying, cataloguing, shelf-registering, shelving, charging, and discharging—all these are carried on, only for USE. To fulfil this paramount mission of the First Law to the fullest extent the Library staff should not only remind themselves of that mission constantly, not only acquire the scholarship and professional training necessary but also develop certain attitudes and interests which are equally indispensable." (RANGANATHAN—*The five laws of Library science*.)

In discharging its responsibilities to the First Law of Library Science, the library has to use its reference staff as its ultimate channel. Hence the library profession should take every possible step to make the work of the reference staff both easy and efficient.

1.2 Now in all libraries catering to the needs of research workers—which type of library does not?—the section of the resources which contains knowledge in its nascent condition and which is hence most vital is that of periodical publications. The extension of the sphere of know-

*This is the first of a series of three articles on Periodical Publications contributed by the Staff of Madras University Library on the occasion of Second All-India Library Conference held at Lucknow.

edge by the gifted in the community can be facilitated only by a prompt and exact service in the matter of periodical publications. No doubt, the periodical publications are costly and hence are subject to many ills, as described in detail in chapter 8 of my *Classified catalogue code*. Some of these affect the work of the classifier and the cataloguer more than any body else. But once they are satisfactorily solved by them, they do not affect the work of the reference staff. There are other ills, which form a puzzle to the binding section. But here again when once the binding section finds the correct solution, they will not affect the reference staff. But there are still other ills which evade treatment either by the technical section or by the binding section and whose effect has to be borne almost entirely by the reference staff. It is only idiosyncracies of this nature that form the subject matter of this paper.

13. Even here, I shall confine myself only to two major aspects of such idiosyncracies. The first aspect is the scope of the periodical, and the second aspect relates to the reference apparatus that should find place in each volume of the publication as well as special volumes relating to the publication or special volumes relating to all the periodical publications having identical or similar scope.

2 SCOPE

2.1 No work will be possible in any sphere unless we can depend upon a certain element of consistence. It would be nearly impossible to deal with any entity which is characterised by changes at every turn and at every moment. The chances for the effective use of a periodical publication will be greatly reduced if it changes its scope either by jerks or in a continuous manner from time to time. Unless there is some continuity in the subjects covered by a periodical publication, the reference staff

will be hard put to it to find for it every possible reader.

2. 2 The vagaries of a periodical publication, from the point of view of its contents, may be of two kinds—sudden and isolated vagaries and vagaries that are the result of a slow and imperceptible but continuous change.

2.21 SUDDEN CHANGES

2. 21 Sudden changes in the scope of periodical publications, with or without notice, is quite common. Such changes affect the work of classification and cataloguing. The technical section is expected to record them in the correct manner, so that the reference section has got definite records to depend upon. They have been fully dealt with in my *Classified catalogue code*.

2.22 ISOLATED VAGARIES

2.22 But the situation is different in the case of isolated vagaries. I mean by this term the occurrence of stray aberrations from the known scope of the publication—stray articles, with remote or no connection with the avowed subject of the periodical publication, being published in certain issues or volumes.

2.221 A striking example of this type of idiosyncrasy is the appearance in V. 40 (1934) of the periodical *Current History* of a most specialised article of the severest mathematical variety under the title "Mathematics up-to-date" by Prof. Eric T. Bell. The article is of considerable value as it gives a vivid description of the "wave-front", so to speak, of the current work in mathematical research. Now, what is the chance for a student of mathematics to come across it? What is the chance even for the reference staff to spot it out and find its reader for it. The reference staff will be failing in its duty if it does not bring this article, hidden away, though

it be, amidst the tomes in history—to the notice of the mathematical patrons of the library. Hence, such isolated vagaries are the most exacting ones from the point of view of the reference staff.

2. 222 Another example of this kind is to be found in the *Bulletin of the Museum of Comparative Zoology at Harvard College*. Vol. 55 of this periodical in "comparative zoology" contains nothing but five of the *Annual Reports* of the Harvard Seismographic Station. What is the relation between comparative zoology and seismography? This isolated vagary will result in the effective keeping of the students of Seismography quite out of scent unless, the reference staff leads them to it even against their wish.

2.223 Here are a few other examples of this type. The *Local self government quarterly* contains an engineering article on "Foundation" in Vol. I and a very elaborate biochemical paper entitled "A well balanced diet" in Vol. 2. Almost every volume of the *Mysore economic journal* is ready in illustrating the frequent incidence of this idiosyncrasy. You can find an article on "India's contribution to science" in its 15th volume. The 16th volume brings its quota by publishing a fairly long paper on "Wastage in primary schools". The 17th volume beats its predecessors in this idiosyncrasy by throwing open the hospitality of its pages to two foreign subjects, viz. "Educational practice in medieval India and "Charles Chaplin—Comic genius at home". I need not multiply these examples. Every librarian who takes reference work seriously is bound to meet with scores of such isolated vagaries and what is worse is likely 'to spot out some of them—alas too late, after he had said 'no' to some eager enquirer and made him leave the library disappointed.

2.3 SLOW BUT CONTINUOUS CHANGE

2. 3 This type is very common. It may occur either in the direction of widening the scope or narrowing the scope. Here are some examples:

2. 31. Let us begin with the most honoured of our periodicals, the *Philosophical transactions of the Royal Society*. In earlier years, it had cast its net far and wide. For example, the classified contents of the first volume contain in addition to the scientific subjects, humanistic classes like grammar, history, music, antiquities, painting, and sculpture. Under these circumstances, a librarian of those days would have been thoroughly justified in putting the *Philosophical transactions* in the class "Generalia". We all know, however, how this periodical had been steadily narrowing down its scope to science proper and finally split itself into two series, one dealing with the natural sciences and the other with mathematics and physical sciences.

2. 32 The change in the *Report of the British Association for the advancement of Science* has been of the opposite variety. Whereas the first volume of the Report practically confined itself to science proper, the recent volumes are having sections on economics, anthropology, psychology, and education. Thus this periodical which would have been classed under "A Science General" is now to be put in the class "Generalia".

2. 33 The *Proceedings of the Indian Association for the Cultivation of Science* is similar in its career to the *Philosophical transactions*. The first volume had within its purview every possible science, physical as well as natural. But in recent years, it has not only narrowed its interests to pure physics but has also adopted the alternative title *Indian journal of Physics*. On the contrary, the *Transactions of the Bose Research Institute*

appears to fall in company with the *Report of the British Association of the Advancement of Science*. Whereas its first volume was confined almost to certain biological investigations along lines originated by Sir J.C. Bose, its recent volume, *viz.* Vol. 8 has begun to cover a much wider field. The introductory article of this volume, by Sir J.C. Bose, says that the object that is now kept in forefront by these transactions is "the pursuit of investigations in different branches of knowledge. Thus the very class number of this transactions has to be changed, which means its position on the shelf has also to be changed.

3 REFERENCE APPARATUS

3.1 The most vital part of the reference apparatus on which much of the work of the reference staff relating to periodical publications depends is the "Index"—the index to the individual volumes and cumulative index to several volumes published from time to time.

3.2 But it is a matter of great handicap to the reference staff that many periodical publications do not publish an index. It is one of the greatest regrets for a reference staff to turn an enquirer saying that they cannot furnish the information, while the information sought is lying dumb in one of the periodicals adorning the shelves of the library. But this is what the reference staff is often forced to do in the absence of a well worked out index in each of the volumes of the periodical publications. The omission of the index is not peculiar to any one country. The following illustrative lists of periodicals without indexes will show how widely prevalent this unfortunate practice is:—

ENGLAND : *Biometrika* Journal of the East India Association (New Series). FRANCE : *Journal Asiatique*, *Revue Des Deux Mondes* *Revue generalis de botanique*. GERMANY : *Beihefte zum botaischen, centralblatt Annalen*

der physik. INDIA : Indian annual register, Indian educator, Indian journal of psychology. Madras agricultural journal, Royal Asiatic Society (Bombay Branch). SOUTH AMERICA : Memorias do Instituto Oswaldo Cruz. UNITED STATES OF AMERICA : Journal of the American Oriental Society, Philosophical review, Reviews of modern physics.

As was stated at the beginning, this is only an illustrative list of periodicals without indexes, selected at random.

3.3 Another type of idiosyncrasy in the matter of periodicals is the practice of giving indexes not for each volume but once in three or four volumes. The *Zeitschrift fur physik* is an example of this type. To give a specific illustration, Band 90 gives the index for vols. 89 to 90. Another example of this type is *Bulletin de la Societe Chimique de France* which gives an index only in every alternative volume.

3.4 Another type of idiosyncrasy in the matter of index is presented by the *Memoirs of the Geological Survey of India*. This periodical publication issues one volume each year. Though the volume is published in two numbers, it has continuous pagination. But each number has its own index, and what is really the matter, there is no cumulative index for the volume as a whole. The index of each number has its own sequence of pagination. How is the volume to be bound? Is the index of each number to be put at its end? If so there is the danger of readers referring only to the index at the end of the volume, the index of the second number and thus missing the information* in the first number. While this defect may perhaps be reduced to some extent by putting both the indexes at the end of the volume, it cannot eliminate it altogether, as the readers may not remember or realise

that there are two alphabetic sequences in the index. This pitfall has created many numerous situations in the library. Busy research workers come into the library in all haste to trace a reference. They look into one of the indexes and not finding the reference, they curse the author of the paper in which they found their reference for inaccuracy. It is the duty of the reference staff to come to the rescue of such persons and help them to tide over the difficulty created by this type of idiosyncrasy in indexing.

3.5 A still another type of idiosyncrasy in the index to periodical publications is illustrated by the *Parliamentary debates* say of the Commons or the Lords. To give a definite example, the index to volumes 244 to 257 of the *Debates* of the House of Commons is issued as volume 258. This, no doubt, is not as misleading as the other types. But still it takes some time for the readers to realise that there exists an index to the *Debates*.

4 CUMULATIVE INDEXES.

4.1 Many kinds of difficulties are experienced by the reference staff with regard to the cumulative indexes of periodical publications. Many periodicals do not publish a cumulative index either for financial or for other reasons. In such cases, a good deal of time has to be spent by the reference staff to serve the enquirers adequately. It is a matter of experience that many enquirers do not have the patience either to search for themselves or to wait till the reference staff completes its search through the indexes of individual volumes of a set of periodicals. Hence it is a matter of great regret for the reference staff in libraries that the practice of publishing cumulative indexes has not yet become universal, even among the periodical publications of permanent value.

4.2 When the cumulative index is published, ex-

perience has shown that the most convenient place for keeping the volumes of the cumulative index is just before the set of the periodical to which it refers. If such a definite place is not fixed for the cumulative index, the chances are very great either for missing the cumulative index altogether or at least in fumbling about and wasting time in the presence of the reader who is to be helped through their aid. But this practice of keeping the cumulative index at a convenient place is frustrated by the idiosyncracies of certain periodical publications which publish their cumulative indexes as one of the regular volumes of the set. For example, volume 50 of the *American Journal of Science and Arts* forms the general index to the first 49 volumes. Again Vol. 21 of the *Journal of the American Oriental Society* forms the general index to the first 20 volumes. What are we to do in these cases? If we place these special volumes amidst the other volumes in accordance with the volume number, the existence of the cumulative index is apt to be lost sight of. If we take away these volumes out of their numerical order and put them at the conventional place, fixed for cumulative indexes, now and then the readers and occasionally even the reference staff gets worried by the feeling that the set is incomplete and that a gap exists in the set. The psychological effect of these difficulties is much more serious than will be granted by the lay public. Persons doing reference work in busy libraries know how harmful this psychological effect is and how it does wrong to the spirit of modern librarianship.

4.3 A much worse idiosyncrasy in the matter of cumulative index is that of including the cumulative index as part of a regular volume. In the preceding case, the cumulative index was a separate volume and the reference staff had the option of removing it out of its order

and putting it in the special place for cumulative indexes. But in the case where the cumulative index gets mixed up with the regular matter in a volume, even this makeshift arrangement is not available for the reference staff. This idiosyncrasy in cumulative index is illustrated in the *Bulletin, Ecole-Francaise D' Extreme Orient* Tome 32. Another glaring instance of the kind is offered by the *American Oriental Society*. Pages 313 to 384 of volume 44 of this periodical contains the index of volumes 21 to 40.

5 CONCLUSION

It is possible to enumerate several other difficulties experienced by the reference staff in the discharge of their duty to the entire fulfilment of the laws of library science. But what has been already indicated is sufficient to show that a good deal of the waste of energy and time now involved in reference work in research Libraries and a good deal of inefficiency and failure to serve the readers aright, can be eliminated if the library profession interests itself in creating public opinion of the right type in regard to periodical publications and make its demand felt on the publishing world. India is just now beginning to indulge in floating periodical publications. Many of the idiosyncrasies can be avoided by India if the Indian Library Association will bestir itself and confer with the comparatively few publishers of periodicals to arrive at proper standards regarding the bibliographical aspect of periodical publications.

Reading for Children.

BY

Mrs. M. BENADE.

When a book enters my experience that stirs my very being, it becomes a part of me, it helps me to create my personality, it is as a friend constantly being called upon for inspiration and help. Probably there is no one present today who has not felt the delight of reading a book of beauty and of strength and of feeling keen intellectual stimulus and aesthetic joy as he plunged into the book. No one who has had the experience would deny it to others. Every one who has had it should be about the business of sharing it with others. And so, because I take it that all of you are lovers of books, I come to remind you of the great need there is in Lahore, in fact in India, for more attractive books for children, and to ask you to join crusade for promoting good reading material for children.

I remember some of the books that were in our home when I was a little girl. How we poured over them, reading and re-reading them, looking at the pictures and loving them. I can still see the picture of the three bears panting upstairs to the room where Goldi Locks lay, and I remember that Mama Bear's voice was said to sound like the hissing of a steam kettle. I can also see other pictures—one is the figure of a queen—at least I thought she was a queen—walking down a broad flight of steps. Nearby a gay garden was blooming. For me that picture breathed enchantment. I think if I could see it now, the same emotions of delight would come over me as used to.

I can also remember the grand good times I had

when I was older, when in the course of winter campings in the United Provinces, we would step in a casual bungalow and I would discover ungainly volumes of old magazines on dusty shelves. These yielded a liberal education in many subjects, including theology and democratic state craft. I am thankful for almost all the reading that came my way when I was young, though I must say I had little love for the fat Annuals that some folk consider "just the thing for Children". As I remember them, they dealt chiefly in yarns about brave white men and dastardly black men!

With these and various other memories in mind, we have found it interesting to build up a library for our two little sons. One of our aims have been to collect as large a variety of books as possible—not just nursery rhymes and fairy tales and harrowing yarns and books with Anglo-Saxon and American traditions but books on as many subjects as possible, so that our boys might become interested in the life and culture of every race and people, and in those things that have helped to develop our modern civilization.

What should we look for when selecting books for children? It is difficult to decide what quality taken by itself is most important—probably that of interest. Will the child take pleasure in it, be absorbed by its pictures or story? The book should possess that elusive value called style. Its words and thoughts must charm the young reader. They must be simple but not childish, we should not offer our children books in which sentences are drab or poorly constructed, we must see to it that the vocabulary of a book is choice and appropriate and that the sentences have directness, grace and beauty, be they ever so simple.

As for the type of story—there are many kinds to

suit many tastes, probably all children love that which is whimsical and funny, but I find that our boys at least weary quickly of the magical or the grotesque and fantastic. Children also love adventure and excitement and the more true the story is, from their point of view, the happier they are. One of the favourite books of our ten year old these days, is a story of Geology. I think he likes it, because, though it tells of mysterious and un-understandable things, it is true.

A book should possess other qualities too. Its get up should be attractive and the print large and clear. It should be well bound and have a cover and pages that could withstand the rigour of rather hard though friendly usage. We should demand all this of a Child's book, for it is one of the influences entering a child's life. A sloppy, untidy book helps to create that sort of an atmosphere whereas a well bound, well printed book produces an air of distinction and order. And here I would protest loudly against the idea that all books for children should be cheap. We don't believe in buying cheap trash, as good for their bodies, why should we tolerate cheap books for their mental and spiritual diet?

I have not yet spoken of illustrations. Do I need to speak of pictures in a city where the cinema has such vogue? Why do people flock to cinemas?—to see pictures moving across the screen in exciting sequence. Pictures tell a story that touches the head and imagination of those who see them. If adults find fascination in pictures, what will children not find in them? Any one who has opened a book, gay with pictures and examined it with a child will bear witness that such an experience is unforgettable. I think we should demand well illustrated books for our children, particularly the little ones and we

should expect the illustrations to be colored and of high standard. We should be intolerant of crude lines and colour. Again, we should realize that each book becomes a part of our children's education and if the pictures in it are poor, they will lower the childish artistic sense. Surely we desire that our children's aesthetic tastes be tastified cultivated by pictures that truly show rhythm of line and mass and beauty of colour.

If we define culture as the fusion of the world's richest traditions and choicest ideals then we shall desire it for our children and we shall look to books of distinction as some of the door ways opening to the attainment of that culture for our children. From books they can learn of the wonderful discoveries that scientists are making in our universe these days, from books they can learn of the heritage that the world has received from Greece, from China, from Japan, from every people. Good books help to cultivate a sense of beauty and rightness in the truest sense. The world is full of littleness and prejudice between races and classes. Would that we might save our children from distorted attitudes towards others, and instead stimulate in them true reverence for the noble traditions and culture of those who bear labels different from those we bear by giving them books that tell the best about a people rather than the worst. Let us also give our children poetry where warm human words convey tenuous and fragile human thoughts and make beauty live where it would have been still love.

More and more in the West people are realizing that a good book is a treasure house of education and delight for children. Practically every magazine in America at some time or other carries reviews of various

new books for children. Library Associations, Parents and Teachers Organizations, Religious groups frequently publish lists of carefully selected books for children. Books containing lists and descriptions of publications for children of various ages are constantly being issued. Organizations within the leading universities promote *good literature for children*. Once you have acquired the habit of being interested in children's book, you cannot avoid being tempted by a rich display of them almost every where. You go to Woolworth's to buy needles and pins but you forget them and become entranced by a counterfull of gay bright books for children.

Prizes are awarded annually to those who write books of distinction for children. Probably the best known of these is the *Newbery Gold Medal*. The Junior Literary Guild each month selects what it considers the best book published that month for young people and sends it to all subscribers of the guild. At Woolworth's and similaar places one finds many attractive books for the equivalent of from 5 to 10 annas each, but usually one pays atleast as much for children books as for those written for adults. Many people feel that a good library will promote more happiness in their children's lives than a fat wedding dowery and are willing to pay for books that seem expensive.

I long for the day when Indian really can boast of her children's books and libraries for children. When will the time come when every school and every class room will have its library? When will parents not leave it solely to schools and libraries to supply books for their children, and will take it for granted that it is as necessary to buy books for their children as it is to buy shoes and food? How long must we wait for publishers

to become enthusiastic about producing truly artistic and choice books for children ?.

If those who criticise the present educational system in India because it is pedantic and foreign and out of touch with the people, really mean what they say, they should do more than sit in the seat of the scornful, they should busy themselves in doing something concrete to change the situation. And what could be worth more than to work of improving the quality of vernacular books for children ? If we can't bring a truly live, indigenous culture into our schools immediately, let us bring it into our houses. Let us build up a home library of the good books for the children that are now available in Hindi and Urdu, and then with satiable appetite let us demand more books from the publishers. Visit them personally, give them suggestions; tell them we don't want cheap binding on children's books, tell them the print must be clear, the literary style good but simple; tell them children's books need artistic, well-produced pictures. I can say from personal experience that the publishers will receive you as friends and will be glad to bear your ideas on the subject. We must go even further; we must keep our eyes open for those who show promise as writers and artists—let us suggest to them that perhaps one of the best ways for them to serve their country is to produce attractive books for children and illustrate them with artistic pictures.

I believe it is time to do some thing more than pass resolutions, telling government what to do. The time has come for individuals to go to work themselves. If we have felt the inspiration of books in our lives, surely we shall want our children to have that same inspiration, what is then left for us to do but to work with enthusiasm for that which we believe in, and

infact others with the contagion of our enthusiasm. If we all do this, we can soon start a new movement that would do much to help revolutionize at least some of India's educational processes.

Ladies and gentlemen, I love books, I believe, that India's children need more books; I believe that if we work together to buy children's books and demand childrens books and create childrens books, they will be produced. For this reason I have ventured this evening to present these few thoughts on this important subject. I hope the effort will not have been in vain.

Village School Libraries for Teachers

BY

Jatindra Mohon Datta, M.Sc., B. L.

There are more than 1100 High English Schools scattered throughout the length and breadth of Bengal. Of these schools more than 75 per cent. are situated in rural villages, far away from all centres of culture and education. Even those High English schools, which are in municipal towns, are not in a position of much greater advantage; for our municipalities are often "over-grown villages"—to quote the words of the Bengal Governmant's Memorandum before the Simon Commission. And in these schools, 10 or 12 or 14 teachers of whom not more than 3 or 4 are graduates, go on from year's end to year's end teaching young hopefuls, the backbone and the future leaders of our next generation. In such villages, there is scarcely any intellectual atmosphere; and the little that the teacher himself learnt is more likely to be forgotten than brushed up from time to time. The difficulties that he feels in teaching the boys, the questions that arise in his watchful mind, he must solve for himself

perhaps with the doubtful aid of the Head Master,—doubtful because the Head Master cannot be expected to know all the subjects and answer all doubtings in a satisfactory manner as always to be able of real help to his colleagues and because so often he has to work like a horse that he gets little leisure to answer them.

SHAPING THE YOUNG WARDS.

The village school master scarcely knows or feels the pulsating current of life that is passing round the world. Of the new methods of teaching he has but a faint idea; of the newer methods that are being developed he has not heard of them. Of the educational controversies, he hears little. He becomes more and more a machine, or at best an intellectual mechanic, hammering and shaping the young wards under him after a (perhaps obsolete) pattern.

LORD MORLEY'S DICTUM.

Even if the teacher is inclined to know more, in Bengal often he is, for he is painfully conscious of Lord Morley's dictum that a teacher should know only that his students are expected to know—he has not the means and the necessary things at his command. His pay is a mere pittance; guranteed (?) not to exceed that of a chauffer of the Education Minister; his tenure of service is often insecure; his promotion is more uncertain than the proverbial weather; and consequently he cannot have either the inclination or sufficient means to purchase the books necessary to equip himself properly. All the books that he wants he must purchase first-hand from book-sellers at Calcutta or at Dacca. In Bengal, unlike Madras, the general public does not read much, and so there is no trade in secondhand books. It is cheaper to buy a second-hand library in England, pay the steamer-freight and insurance and other charges than

to build up the same bit by bit over here in Bengal. Then the question, no less important, of the proper guidance in selecting books for such a self-taught teacher remains.

SEVERAL WAYS.

They want the standard of English High School education to be raised ; some say change the curriculum ; some say appoint more graduates as teachers ; some say appoint only Honours men or M. A.'s as Head Masters etc. But even if the best M. A.'s are exiled to intellectual Boettias in isolated and distant villages in the interior of rural Bengal, after sometime they are sure to stagnate and degenerate in their intellectual vigour and the freshness of their mental outlook.

There are several ways by which such intellectual stagnation or degeneration can be prevented by providing special courses for the teachers during the Summer and the Puja vacations at the University centres ; by exchanging teachers from rural centres to cities, and from cities to villages ; by providing well equipped and suitable libraries in the schools meant more for the use of the teachers as opposed to that for the use of the boys.

PRACTICAL SUGGESTIONS.

We shall make a few suggestions about what such libraries for teachers in village English High Schools should contain. First, there must be books on school organisation, and organisation of games, and pedagogy. The Director of Public Instruction can have a list of such suitable books prepared, and circulated to these English High Schools. Secondly, on every subject taught, there must be good text-books by different authors and of higher standards. For example, if the teacher has to teach the primer of English History, there must be in the

school library, standard histories of England. He must know more than the students are expected to know. The Director of Public Instruction may well suggest possible books on each such subject taught in the school. Thirdly, for increasing the general knowledge of the teachers a wide and catholic selection of books should be made, and different courses of study suggested. It should be made impossible for a graduate teacher to say that he does not know much about the League of Nations, or of the Roman Empire. He should be made to read books like Mr. H.G. Wells' *Outlines of World History*, or Sir Eric Drummond's *Ten years of World Cooperation*.

Fourthly, to keep himself abreast of the day to day affairs, every school library should subscribe such magazines as the *Modern Review*, *The Calcutta Review*, *The Indian Review* etc, and such all-India weeklies as the *Roy's Weekly* of Delhi.

Hitherto, the improvement of school libraries has meant the acquisition of books, suitable for boys only. And the past policy of successive Directors of Public Instruction has succeeded in many places in providing suitable libraries for boys. But what we may call 'village teachers' library' has been sadly neglected. At least an attempt should be made in this direction beginning with those schools which are furthest from cultural centres, and which are difficult of access, especially during the rains, even from the district or subdivisional towns. Let 10 such schools every year be provided with suitable libraries; and let the experiment continue for 5 years; and let us watch the result whether the teachers do improve or not. If they improve, which it is expected they are sure to do, let the process continue throughout Bengal at a more repaid rate. At least the experiment is worth trying for.

HISTORY OF LIBRARIES

&

The Library Movement in the Punjab

BY

Sant Ram Bhatia, Librarian Forman Christian College, Lahore.

The Punjab, particularly its capital city, Lahore is fortunate in possessing some of India's best libraries. The Punjab Public Library is India's second biggest library, the first being the Imperial Library, Calcutta. Besides the Punjab Public Library, Lahore possesses the Dyal Singh Public, the Dwarka Das Public, Sir Ganga Ram Public, the Punjab Vedic, Lahore Gymkhana and College libraries

Although the Punjab is proud of its libraries and the modern system of classification and cataloguing, which have been adopted by almost all libraries, we cannot unfortunately claim to have ideal library conditions in the province. The conservative element which our libraries generally have, does not allow them to seek further light and knowledge for improvement. Very few libraries keep regular statistics of their visitors, registrations and circulation.

No regular attempts have so far been made for the re-organization of school libraries, either by the school authorities, or by the Punjab Library Association. The Punjab Government after the establishment of rural libraries, think that they have done all they could in this share.

To collect figures regarding libraries in the province is a difficult task, rendered more so by the prevailing conditions and by the lack of a farsighted imagination on the part of some of the authorities. An attempt has been made in this article to present to the readers such facts and figures as could be obtained either from reports or

through personal investigation, regarding the conditions obtaining in the University, Public and College libraries in the province. To this is appended a note on the library movement and a table giving statistics.

The Punjab Public Library, Lahore.—The Punjab Public Library is the oldest library in the province. It was founded in 1884. In 1886 a Commission was appointed to look into its affairs. The Commission reported very favourably on its usefulness with the result that the Government sanctioned a handsome grant and also commended it to local bodies throughout the province. In 1918 the All-India Library Conference recommended the establishment of provincial central libraries, and it was decided in consultation with the Punjab Government that the Punjab Public Library should act as the Central Library for the Punjab, N. W. F. & the Punjab States. The scheme operated very usefully till it had to be abandoned on account of financial stringency.

The building in which the library is housed has a history behind it. It was originally the Baradari of Wazir Khan, one of Shah Jahan's Ministers, and was part of his scheme for extensive gardens, the remnants of which may still be seen. During the Sikh regime the building was a Chhaoni or Cantonement and was used as such by the British also for sometime. Then it was used successively as the Settlement and the Telegraph Offices, the Museum, and finally became the home of the library.

The library may be described as one having the best general collection of books kept under the worst housing conditions among the libraries of the Province. For this superb edifice, in spite of its prominent cupolas and handsome arches and its picturesque, elegant and

refined style which bears indisputable testimony to the good architectural taste which prevailed in Shah Jahan's time is eminently unsuited for such a library. It is hoped that the Government will sanction the erection of a new building. The library possesses about 1,40,000 volumes, and almost 1,00,000 volumes are issued annually. The library specialises in Sociology, History and Fiction. The System followed is a complicated home-made system and the skill shown in locating a volume with a given number must be admired, though, in a fast moving world the time wasted in this way cannot but be regarded as national waste.

Dyal Singh Public Library, Lahore.—is a free public library in a real sense. In addition to the regular subscribers, any person may borrow books on deposit of the price, without being a subscriber. This library is the gift of Sardar Dyal Singh Majithia, a great philanthropist who left his property to be employed to advance the cause of liberty and enlightenment in the Punjab. The library began in 1908 as a Reading-room. In 1912 it became a full fledged library, in 1920 it was shifted to the Bharat Building and in 1928 to the present site.

The library now is housed in beautiful building owned by the trust and created at a cost of over 2 lacs. It comprises about 19,000 volumes, the annual issue being about 1,00,000. The classification is based on the Dewey Decimal System. In addition to the Card catalogue it has a printed catalogue also for mofussil readers. The library is specially well equipped in the social sciences and medical literature. It has a special Ladies and Children's room and a Ladies Advisory Committee. It is open for 12 hours on all weekdays and for 6 hours on Sundays.

Dwarka Das Library, Lahore,—which specialises in Sociology and History owes its existence to the Late Lala Lajpat Rai's munificence. It possesses 12,000 volumes, catalogued presumably on the Dewey System, but both classification and indexing are so faulty as to remind one of Anatol France's description of the librarian M. Sariette. "Endowed with business like energy and dogged patience M. Sariette himself classified all the members of this vast body. The system he invented and put into practice was so complicated, the labels he put on the books were made up of so many capital letters and small letters, both Latin and Greek, so many Arabic and Roman numerals, asterisks, double asterisks, triple asterisks and those signs which in arithmetic express powers and roots.....that M. Sariette remained the only one capable of finding his way among the intricacies of his system." It has a good collection of Hindi books, classified and catalogued on an indigenous and ingenious system. There is a card index as well as a printed catalogue, neither of them possessing implicable authority.

The library has a large circle of keenly interested users and is one of Lahore's vital centres and in view of this fact the state of affairs is particularly regrettable.

Sir Ganga Ram Public Library & Business Bureau, Lahore.—the gift of the Millionaire philanthropist Sir Ganga Ram, seeks to supply technical information to those who wish to enter a business career. It is well equipped in business and commercial subjects and is much used. It is a free library, there being no subscription. Books are lent for home use on depositing their price. It is housed in rooms in the Sir Ganga Ram Trust building on the Mall, Lahore. It is arranged on the Dewey Decimal Classification scheme. It opens for 12 hours on all weekdays.

Punjab Vedic Library, Lahore.—is situated on the Ravi

Road in a spacious building called Gurdatta Bhawan. It was founded in 1898 and has 16,532 volumes. Books are classified on the Dewey Decimal Classification scheme. It opens for 7 hours a day from noon to 7 P. M. on all weekdays both in Summer and Winter. It specializes in Religion, Indian Philosophy, History and ancient civilization and culture. The library does not spend much money on new books, but depends mostly on public gifts.

The Punjab University Library, Lahore.—The history of Punjab University Library dates back to 1873 when the University College acquired the collection of Sir Donald Meleod, comprising 2,000 volumes. This was the nucleus round which the University Library came into being as a result of the Universities Act of 1904 and the Government grant of Rs. 30,000/- per annum. Having acquired a new site in 1912, the library progressed rapidly, and by 1916 was completely reorganized by Mr. Asa Don Dickinson, the American library expert and the late L. Mukand Lal. Books were reclassified and re-catalogued on modern systems. The open access system was adopted, and a library training class was opened. Regular Examinations were held and diplomas were awarded to the successful candidates. Informal training was also given.

The library is fortunate in the possession of a dignified and well lighted building designed by late S. B. Bhai Ram Singh, Principal, Mayo School of Arts, Lahore and executed in 1911-12. Its tall octagonal buttresses and pointed arches supported by pillars of Jaipur stone give it an added charm. The library is open to all members of the University Staff and to senior and research students and comprises about 90,000 volumes. Several collections of books and magazines are set apart as seminary or class libraries for

various subjects and are under the supervision of the University Professors. The library gives liberal aid to researchers, and for this purpose also possesses a roto-graph machine.

Special features of the library are Historical, Classical and Scientific books, including sets of scientific journals and the various separate collections, namely :

(a) The Percival Collection, 6,500 volumes chiefly historical and classical, some rare volumes, presented by the late Mr. H. M. Percival, Prof. of Lit. Presidency College, Calcutta. (b) The Maclagan Loan Collection—389 volumes. A collection of sets of volumes of several journals deposited by Sir Edward Maclagan in 1910 on condition that he should be permitted to retrieve them at any time. This has been supplemented by further consignments from time to time. (c) The Azad Collection—1556 volumes, 389 manuscripts, presented by late Agha Mohd. Ibrahim in 1913 in memory of his father Shamas-ul-Ulema Maulvi Mohd. Hussain Azad.

The number of books consulted and issued for home use during the year is roughly 25,000 each.

The College Libraries.—The colleges affiliated to the University have libraries suited to the demands of their students. The King Edward Medical College, Lahore, the Veterinary College, Lahore, the Agricultural College, Lyallpur, and the Hailey College of Commerce, Lahore, have libraries specialising in their respective subjects, while the arts colleges have general libraries, comprising from 12,000 (Dyal Singh College Library, Lahore) to about 30,000 (Forman Christian College Library, Lahore) volumes. All these are catalogued on the Dewey Decimal Classification System, and most of them apply modern publicity methods for popularising their books.

Among special features of these libraries may be mentioned the following :—

The Sanatan Dharama College Library specialises in Mathematics, Ancient History and Sanskrit, and has 500 manuscripts.

The D. A. V. College has a large collection of manuscripts and is well up in History, Sanskrit and English Literatures.

The Forman Christian College Library has a large collection of Biblical literature, some rare books and manuscripts in addition to a good range of books on History, Literature and Technology. Separate Seminars for concentrative study and research work, with open shelves have also been provided for the post graduate students who have an access to these during the college hours as well as during the night hours from 8-11. Recently an experiment was tried out for reference work. A Readers' advisor was appointed to advise the Junior Students in their selection of books and to conduct supervised study periods. A series of lectures were also given on book use, methods of study, criticism and the library cataloguing.

The Central Training College Library and the Punjab Text-Book Committee library specialize in education; the King Edward Medical College Library in Surgery; the Ranbir Library in the Tibetan language; the Central Museum Library in Archaeology and Antiquities; the Lahore Gymkhana Library in Fiction; the Civil Secretariat Library in Government Documents and Report Department of Industries Libraries in Technology. The Islamia College Library, Peshawar, has a valuable oriental library, containing about 10,000 books, many of these being original manuscripts of great rarity and antiquity.

THE LIBRARY MOVEMENT.

With such a range of libraries and variety of book users, sooner or later a library movement was bound to

come. People began already to realise that the library is something more than bookstore, that the function of the librarian does not end with the provision or circulation of books. It was felt that the *Chief business of the library is the education of the uncultured*. At the same time, growing literacy and the spread of primary and secondary education into rural areas resulted in an increasing demand for rural libraries. The first step towards the organisation of a library movement in the Punjab was taken by Mr. Asa Don Dickinson who in 1916 founded the Punjab Library Association. This institution, however, did not survive on account of his departure and for twelve years no further progress was made. In October, 1929 at the invitation of Mr. Rattan Chand Manchanda, Librarian, Haily College of Commerce, Lahore, a group of librarians formed themselves into a 'Librarian's Club' and only a month later it shouldered the heavy task of sponsoring the All-India Library Conference in Lahore. This conference was held in December 1929 and was a great success. A provincial library association was formed with a view to further the establishment, extension and development of libraries and to increase the usefulness of public, college, school and other libraries and to make them a vital factor in the educational life of the communities they are intended to serve. In November 1930, the association started the *Modern Librarian*, a quarterly journal for library workers and readers, under the editorship of Dr. F. Mowbray Velte, Prof. of English Literature, Forman Christian College, Lahore. The aim of the *The Modern Librarian* is to initiate a real library movement in the Punjab.

The *Modern Librarian* is now in its 6th year and nearly one half of each issue of the journal contains book reviews, lists of latest books and such material as will

guide library readers in the study and choice of books and in the selection of reading courses.

The Punjab Government have established about 16,000 rural libraries attached to middle schools, where school teachers act as public librarians after the school hours, and for this overtime work they get special allowances. Unfortunately these libraries have not yet been re-organized on modern system.

ROUND THE FOREIGN LIBRARIES

Continued from Page 126

Secret test at Libraries. What Leeds People are Reading. A secret test carried out by the staff of the Leeds Libraries was described in the annual report. Thirty readers were chosen at random and a check kept on the books each read over a period of three months. Some of the results were surprising. While a student was reading eight volumes of fiction, a bricklayer was delving into a volume on art, six biographies, one volume of essays, twelve of fiction, two books on history, four on humour, one on law, etc! A clergyman borrowed one volume of astronomy, four on economics, two of essays, 25 of fiction, one of journalism, two on psychology, two on useful arts, *and two on religion.*

Sunderland Public Library. During may, 65,938 volumes, an average of 2,806 a day, were issued at Sunderland Public Library, including 388 to blind people.

TABLE GIVING STATISTICS.

No.	LIBRARIES.	Year of establish- ment.	Total Volumes.	Annual Additions.	Manuscripts or Rare Books.	Opening Hours.	Circulation.
					Ms.		
1	D. A. V. College Library, Jullundur ..	1918	4,640	27	2	6	9,000
2	D. A. V. College Library, Lahore ..	1917	16,301	502	6,874	8	13,611
3	Dwarka Das Library, Lahore ...	1921	12,000	250	...	6	10,000
4	Dyal Singh College Library, Lahore ...	1910	13,388	550	...	6	40,000
5	Dyal Singh Public Library, Lahore ...	1908	19,000	800	...	12	15,000
6	Forman Christian College Library, Lahore ...	1866	29,700	814	350	10	38,148
7	Gordon College Library, Rawalpindi ...	1893	8,500	600	...	6	6,500
8	Government College Library, Lahore ...	1864	22,000	412	...	6	5,977
9	Hailey College of Commerce Library, Lahore ...	1927	3,800	400	...	8	15,000
10	Islamia College Library, Lahore ..	1892	12,062	465	...	6	no record
11	Khalsa College Library, Amritsar ...	1899	15,693	643	...	6	no record
12	Kinnaird College Library, Lahore...	1913	3,398	258	...	12	4,711
13	Mohindra College Library, Patiala ...	1880	7,000	1,000	...	6	12,000

TABLE GIVING STATISTICS.

(CONTINUED)

No.	LIBRARIES.	Year of establish- ment.	Total Volumes.	Annual Additions.	Manuscripts or Rare Books.	Opening Hours.	Circulation.
14	Prince of Wales College Library, Jammu ...	1907	7,000	155	...	6	6,250
15	Private Library of Dr. Hafiz-ul-Rahman, Lahore	1885	40,000	Scientific Periodicals 100	Ms. 8,000 Ra. 800	with per- mission of the owner.	...
16	Punjab Agricultural College Library, Lyallpur ...	1909	21,330	6	30,886
17	*Punjab Public Library, Lahore ...	1884	over one Lac	2,807	...	12	27,305
18	‡Punjab University Library, Lahore ...	1873	71,705	...	9,416	7	49,132
19	Punjab Vedic Library, Lahore ...	1898	16,532	...	18	7	6,732
20	Ram Sukhdas College Library, Ferozepur ...	1922	6,500	42	...	6	11,070
21	Sanatan Dharma College Library, Lahore ...	1916	10,000	400	500	6	no record
22	†Veterinary College, Library, Lahore ..	1882	6,100	62	...	6	8,000

*From Annual Report 1935-36.

‡From the Punjab University Calendar 1935-36.

†Almost all books on Veterinary Science.

Library Movement in the West

BY

(Kumar Munindra Deb Rai Mahasai, M.L.C. at the meeting of
the Bengal Libraries Association held in July 1935)

BRITISH LIBRARY ASSOCIATION LONDON.

I should like to refer to my visit to the Headquarters of the British Library Association in London. The Secretary Mr. Welsford received me very cordially and held interesting conversations about the working of the Association and of the Librarianship examination under its auspices. It has been decided to raise the standard of examination in the near future with a view to get better class of librarians. Only seven years ago the Library Association celebrated its jubilee and set to work to improve its position as a professional body. Of the activities of the Association may be mentioned the removal of the rate limit, the institution of professional education and the agreement with the Publishers' and Booksellers' Associations for a discount on books purchased by public and university libraries, the widespread adoption of the library Acts, the extension of the service to country districts, the foundation of the Central Libraries for students and the establishment of regional schemes. Credit for some of these achievements is also due to unstinted liberality of Andrew Carnegie and his trustees. The new building of the Association was mainly due to their munificence. The Secretary kindly took me round the Association building—a decent fine storied structure with sufficient space for expansion of its activities. The Secretary then led me to the Examination Hall where about one hundred candidates sat for

Librarianship examination of the Association of the Examinees, about 75 per cent were ladies.

My next move was to the School of Librarianship which is housed in University College, Gower Street only a few yards away from the Head quarters of the Association. The Director Mr. Cowley was always tied to his work and the students seemed to have special attachment for him. Classes in two batches for the benefit of Day course and Evening Students in each of seven subjects are held and the training extends to two years. Here also 50% of the students were ladies.

There is a splendid library of the London University in South Kensington designated Goldsmiths' Library and Librarian Dr. Rye gave me a hearty reception and presented me among others his invaluable work—a guide to the Libraries of London and the treasures which they contain. It proved very useful to me in my visits to some of the city libraries.

My visits to the National Central Library, Bodleian, the British Museum and other educational institutions in England added much to my knowledge about the condition of libraries in that country. The multiplicity of libraries is so great and the conditions so varied that it would be better for me not to touch them on the present occasion.

LIBRARIES OF DENMARK.

My short visit to Denmark enabled me to see something about the libraries of that country. Denmark's Library Association has got 1,800 members. It was founded thirty years ago in 1905 and is publishing an organ of its own "Bogens Varden" since 1918. There are local library Associations in country districts affiliated to the main

Association. There are also Library Unions in some cities and rural districts to manage and assist libraries of the town or of the district. Under the supervision of the State Director of libraries special training is given in Librarianship and there are at present about 300 trained librarians in the country. There are three State libraries in Denmark—The Royal Library and the University Library founded in 1474 with a book resource of one million volumes in Copenhagen. the third is the Aarhus University Library founded in 1902. All these three libraries are open to the public. They are all copyright libraries. Aarhus is only 5 hours journey by tram from Copenhagen and has got 3 lakhs of books. Close to the Aarhus University library is a big public library which is maintained by the people. Teaching is free in Denmark. In France, I first visited the National Bibliotique with 5 millions books on its shelves. It was founded by King Charles V in the 16th century and the present building was built by King Louis XIV in the 18th century. Modern methods of classification and cataloguing have not been adopted here and books are not lent out. Only the reference section has got open access—in the new building, the periodical section has been completed but has not been opened yet—the adjoining museum contains many rare collections.

PARIS.

There is a model children's Library in Paris which serves as an information bureau for other children's Library which are too few in this country.—Although there are several organisations for the promotion of libraries in France but co-ordinated action is seldom to be found. Some organisations undertake distribution of books among different libraries—the Oenvere de Francoises has circulated more than 500,000 volumes since its formation in 1880, another

organisation distributed 80,000 volumes in 3 years, another gives books to poor families. There was a Library School conducted in Paris by the American Library Association but it has ceased to exist.

SPAIN.

Spain has got national bibliotheca in almost all cities some of which are entirely supported by the State—There are 5000 municipalities in Spain but until recently number of Municipal Libraries was only 51. Another one hundred have been added in the last few years. Attempts are being made for further additions.

The University extension movement which manifested itself in the Iberian Peninsula in 1904 developed in the direction of the diffusion of libraries. After the war the *Junta Para amplexion de Estudios* founded by Roman Cajal operated with great zeal with the help of young students for the establishment of popular libraries in the Asturia and other places. They selected neglected Spanish regions, opened modest libraries with carefully selected books of a practical nature and made the reading rooms centres of all cultural activities. These have now become very popular institutions and are gradually attracting State help. In Spain the popular libraries of Catalonia is an autonomous province in the Spanish republic with a population of 2,800,000 covering an area of 32,196 square kilometres. The State formerly supplied four provincial libraries in the four capitals of Barcelona, Tarragona, Lerida and Gerona. These did not correspond to the modern type of libraries—The library of Barcelona served not only the public but also the University of that city.

LIBRARY SERVICE IN SPAIN.

In recent years 45 public libraries have been reorganised and under a central office which is the bond of

communication between the Minister of Education and the libraries under that department. The Central office prepares a general list of all books in the libraries under its charges, compiles statistics, formulates plans for libraries and studies technical and administrative questions. It has also charge of book purchase. All public libraries have a children's section.

In Switzerland there are about 5,800 libraries with 9.4 millions volumes, of these 4,445 libraries containing 2,740,000 volumes were classified as educational libraries. There are also work men's and technical libraries and other libraries belonging to hospitals, asylums etc., The Swiss library Association has founded Swiss National Library to serve the whole country. The Library of the League of Nations of which Dr. Sevensma is the Librarian and the library of the International Labour Office deserve mention.

I had the opportunity of visiting the Bibloteka in the Vatican city of Italy. It was a modern building fitted with modern equipments. It is perhaps the best up to date library in this part of Europe. Modern scientific methods of classification and cataloguing have been introduced here.

There are at the present moment a large number of libraries in Italy which may be grouped according to the organisations supporting them:—

1. Communal popular libraries (i. e. supported by the Commune).
2. Libraries of the Fascist Party.
3. do. of the National Balilla movement.
4. do. of the National after work (Dopolavaro) movement (Adult Education).
5. do. of the National combatants movements
6. School and public libraries.
7. Libraries of Clubs and Associations.

8. Libraries of the Religious Associations.
9. Regimental libraries (for soldiers)
10. Private Libraries.

In 1930, the Italian Librarians' Association was formed and has got 400 members. Each year its members hold a Conference to discuss the promotion of libraries and to study professional problems.

The 2nd International Congress of Libraries and Bibliography held in Spain which I had the honour and privilege to attend on behalf of the Indian Library Association, the All India Public Library Association and the Hooghly District Library Association, we had a very successful session both in point of attendance and usefulness. The programme was a very heavy one and the delegates had hardly time enough to attend to other things. 510 delegates attended from 33 countries in the world.

Some of the more important resolutions proposed by Popular Libraries Section of the Congress are as follows.

1. The Second International Congress of Libraries and Bibliography has taken a keen interest in the excellent work done in the rural districts of Spain by the libraries established through the "Board of Acquisition and Exchange of Books" and the "Board for Pedagogical Missions" and it earnestly hopes that these organisations and the whole popular library movement in Spain will continue to receive the moral and financial support necessary to carry on the work.

2. The Congress believes it to be of the greatest importance that the Public Libraries of the world be given ample financial support so that they may be put in a position to fulfil their important cultural purpose, and respectfully urges that appropriating bodies consider the need of increasing library budgets at this time to meet the de-

mands of the populations in the present age of increasing leisure and growing interest in adult education, and to provide children with good reading in the formative years of their lives. The Congress considers it of special importance that rural areas, now in many cases lacking library service, be provided with libraries, and recommends that necessary governmental agencies be established as advisory and supervisory centres where they do not now exist.

3. Public library work in rural areas is most effective when closely co-ordinated with library service in the cities and when there is close co-operation with school and other agencies.

4. In order to achieve success in rural library service, it is necessary to provide library training in schools for professional libraries, and also courses for teachers in normal schools and for non-professional workers in the rural centres.

5. The Congress supports the resolution adopted by the International Labour Bureau in Geneva, 1929 to the effect that national and international organisations engaged in supplying Ships' libraries for the Mercantile marine are worthy of all possible support and that such work, if systematically carried out under expert guidance, is of the utmost value in promoting the mental and physical welfare of seafarers, as well as the best interests of the shipping industry; and it recommends that all library service on ships be carried on under government supervision or in co-operation with official library administration.

6. The congress urges that in all countries further thought be given to extending and improving library service for patients in hospitals, through special training for hospital libraries, expansion of service to mental hospitals, and close co-operation with public libraries.

NOTES AND NEWS.

FIRST CALCUTTA LIBRARY CONFERENCE

PRESIDENTIAL ADDRESS

Delivered by

KHAN BAHADUR K. M. ASADULLAH, B. A., F. L. A.,
Librarian, Imperial Library, CALCUTTA.

The conference was held on Sunday the 12th January 1936. Khan Bahadur K. M. Asadullah delivered the following address :—

My first duty is to offer my grateful thanks to the organisers of this conference for the honour done to me by inviting me to preside over their deliberations, and to help them in framing their programme of work.

It was in March, 1934, when I presided over the Library Section of the Calcutta Literary Conference held under the auspices of the Taltola Library, that I suggested the formation of Calcutta Library Association; and I am glad to note that in little less than two years' time, some library enthusiasts have taken up the idea and convened this Conference, of which, as far as I know the main object is to form the said Association. Fear has been expressed in certain quarters that the creation of the proposed Association is perhaps in opposition to the existing Bengal Library Association; but I declare it for the satisfaction of all concerned that it is anything but that, as the field of activities of the two associations lies quite apart. In fact as a tree is inconceivable without its branches, so a Provincial Association cannot claim to be such without District Associations. The idea of forming the Calcutta Association, is to organise the libraries of the city under the guidance of the Provincial body; and I do hope, the example set by Calcutta will be followed by other towns.

As the Conference is a prelude to the proposed Calcutta Library Association, I think it would be only befitting the occasion, if I were to dwell upon certain aspects of library work, which the said Association could adopt as its programme of work. As an Association representing the libraries of this great city, its first duty should be to establish co-ordination and promote co-operation among all the libraries of Calcutta, by inducing them all to join the Association, and to devise ways and means for the betterment of library conditions; or in other words to show them the way whereby they could be properly organised on sound lines, and become more useful to the reading public of Calcutta. To achieve this object, I appeal to the authorities of all the libraries in the city to take active interest in the affairs of the proposed Association when formed, and try to make it a success worthy of the great name of Calcutta.

In my presidential address at the said Library Conference I made a few suggestions, one of which was to establish exchange zones for libraries by dividing Calcutta into a number of circles, and thus to facilitate the inter-borrowing of books, whereby not only better relations are expected to prevail among the various libraries, but the stock of each could also be increased, on account of the savings effected by stopping unnecessary multiplication of same books.

Connected with this suggestion is another, viz. that of specialisation. If it is arranged that every library should serve as a part of a circle (irrespective of its extent), I think, it could be possible to devise a plan for the purchase of various kinds of books. The means of all the libraries are not the same, and for this reason especially, it is quite necessary that a few libraries should join together and decide among themselves the

types of books that will be bought by each of them, apart from those books, that it may be necessary for all to buy. According to this plan the readers shall have a wider field of selection of books to read, and the contents of these libraries will become both varied and extensive.

On this subject, one naturally thinks of the selection of books, which interesting though it may be is the most difficult one of the duties of a librarian. Not only the librarian has to subordinate his own inclinations to those of his clientele; he has besides, always to bear in mind the resources at his disposal for purchasing books. These could not be expected to be much in the case of small libraries, such as those existing in Calcutta and of which the number, I am told is more than one hundred. The problem can be solved to a great extent, if the authorities of the various libraries joining the Association care to be guided in the matter of purchase of books by Selection Board. The proposed Calcutta Library Association could establish a Board to recommend suitable books to be acquired by local libraries, and for the matter of that by any library in Bengal, which may care to take advantage of this scheme. The Board will be required to publish monthly, or fortnightly lists of books which according to them may be worthy of being acquired. One advantage of this scheme is that while individual libraries will be saved the labour of selecting books, the standard of the books selected, and indirectly that of the reader will greatly improve. Take for instance the case of fiction. Whereas it is quite necessary to have fiction in small subscription libraries as those we have in Calcutta, it is not every book published under that category that deserves to be purchased at any price. I should not be misunderstood in this respect. While, I am for banning fiction from

certain big libraries, I am for keeping fiction works of the proper type and merit in others; for there is no denying the fact that every fiction book is not worth being placed in the hands of our youth, be they boys or girls, or even in the hands of older folk. I am glad to note that recently certain gentlemen have evinced interest in this matter by giving expression to their views in the press, which support what I have said above. I felt happier still when I read only the other day what that revered lady Mrs. Sarla Devi Chaudhry said in the course of her speech at the Library Movement centenary meeting. That is a clear sign of the fact that things are beginning to improve in this direction.

After the acquisition of the book comes their unkeep. Here again, I must impress upon those responsible for running libraries the paramount importance of their adopting modern scientific methods for dealing with books, as far as their classification and cataloguing are concerned. The catalogue is the key whereby the treasures stored in a library can be made accessible to a reader and it is for this reason that this key should always be in proper working order.

It is not necessary for me at this juncture to go into a detailed examination of the various schemes of classification, or codes of cataloguing to be adopted but if your Association, when formed takes upon itself the arduous duty of looking into the matter, with a view to recommending one uniform method of classification and cataloguing, I daresay that the efficiency of your libraries will increase immensely. There are schemes, which with certain alterations and modifications can be made to suit our conditions, whereas in cataloguing, there will not be experienced much difficulty in adopting the standard methods of preparing catalogues, which will unlock the

wealth of knowledge contained in your libraries. There may arise some difficulties in this matter; but the knowledge of library technique can always help you in solving those difficulties.

A question that is bound to arise as a corollary to the scientific unkeep of libraries is that those responsible for running them should acquaint themselves with these methods, and re-organise the libraries on up-to-date lines. To me, it appears that the training required for this purpose is not what is imparted to those who have to adopt librarianship as a profession. Rather, a short and much simpler course could be devised which should not require more than three months to be gone through. Most of you are probably aware of the fact that the Imperial Library, about the middle of the last year, opened for the first time in its history, a Library Training Class, in which Bengal was represented to the extent of one half of the total number of students; and I see no reason why some of these budding librarians should not come forward and help the libraries of their great city as far as their reorganisation is concerned. In doing so, they will not only be helping a noble cause, rather they will add to their experience, and the condition of the libraries will be bettered for nothing. There is no reason, why after some time these very gentlemen, under proper guidance be not in a position to help others in learning simple methods suited to the conditions of these small libraries.

Before I close, I would like to draw once more your attention to another suggestion that I made about two years back, of which no notice has been taken upto this time. I refer to the suggestion for establishing a National Library of works in Bengali language; and of compiling a bibliography of all such books that have been written

in that language. I am repeating this suggestion once more for the simple reason that my esteemed friend, Mr. Syama Prashad Mookerji, Vice Chancellor of the University of Calcutta, may feel sufficiently interested in it, to take the lead in the matter. Closely connected with this the desire that has been given expression to by certain eminent people for the establishment of a Central Library for Calcutta; for according to them, the money spent on so many small libraries could be better spent, if their number was reduced, and instead one Central library were established for Calcutta, which should also serve as a centre for lending books to smaller libraries, on the lines of the County Libraries system. If this proposal appeals itself, there is no reason why this very Central library should not also serve the purpose of becoming the National library of works in Bengali language.

I think, I have given sufficient indication of the lines along which work could be started by the proposed Calcutta Library Association, and in closing my address, I assure the authorities of this conference, and those who will control the contemplated association that my services always continue to be at their disposal in all matters pertaining to libraries and the spread of library movement are concerned; and I shall feel pleased if I could be of any help to any library that may care to utilise my service. In the end I must thank you all for the honour done to me, and I only wish that the proposed Association may have a long life of usefulness and service; and may those who are put at the head of affairs be endowed with patience and courage to guide it to success.

Unao District Library Conference

The First Unao District Library Conference was held at Maurawan on 20th October 1935, on the occasion of the 18th annual function of the Hindi Sahitya Pustakalya, Maurawan. Welcome Address delivered by L. Hari Ram Seth. B. A., LL. B., Taluqdar, and Presidential Address delivered by Dr. R. P. Paranjpye, Vice-Chancellor, Lucknow University were as follows:—

WELCOME ADDRESS

The Library movement is of comparatively recent growth all over the world and in India it is a thing of only a few years. The libraries are absolutely necessary for the diffusion of knowledge. The progress of education in our country is very much hampered owing to the absence of a network of libraries which may cater to the needs of people of all shades and professions. Of course to maintain the existing literacy of rural population, to supplement the primary school education, to afford facilities for its expansion, to provide for adult education and to arrange for the spread of knowledge and culture, there can be no better medium than libraries.

What India needs most is not big stationery libraries confined to Universities, cities, and big towns, but a network of well organised circulating libraries in the rural areas, where 90 per cent. of our population resides.

It is a matter of regret that no effort has yet been made in our province in this direction as in the sister Provinces of the Punjab, Bengal or in Andhara Desa and the State of Baroda. Let me make bold to say that this is the first attempt of its kind in this province inaugurated by the Hindi Sahitya Pustakalya of Maurawan.

This Library of ours was born on the 3rd of September,

1917 and since then it has been a potent source of culture and education to the rural community of the district. From its very origin its aim has been to bring all the resources of the Library within an easy reach of every villager. Its motto is the same as that of the American Library Association, *i. e.* "The best reading for the largest number at the least cost." Hence we have only a nominal subscription of one anna per month without any further charges like admission fees or caution money. It is due to this fact the Library has become extremely popular in the district. The number of its registered readers is approximately ten thousands. It is in keeping with the first law of library Science *i. e.* "Books are for use." In fact what makes a library big is only its use and not the number of books on its shelves. In order to realise the above object this library has introduced certain other facilities which have greatly contributed to its popularity. To provide library facilities for women, children and agriculturist whose needs are different we have special sections for these classes. Members of the depressed classes and children are allowed free use of the library. Women are permitted to become members on payment of only eight annas per annum. Three prizes are awarded, one to an adult male, one to a child and a third to a woman respectively who is found to have made the maximum use of the library. Students and examinees are provided with special facilities for making use of books in accordance with their needs.

The library has embarked upon Five years plan in order to extend its services to nearly every reader of the district. Under this scheme branch libraries are being opened in the interior rural areas. Library service centres are set up in the vernacular middle and primary schools for boys and girls of the district. Three such branches are

already functioning. Arrangements have also been made of reading to illiterate masses through the scheme of 'village chabutras' where the newspapers and books of rural interest are read and explained to them.

I have every reason to believe that a time would come when nearly every village having a primary school shall have a library and a reading room of its own. In order to foster the library movement in rural areas the workers of this library have started writing a series of articles in vernacular on the various aspects of the library science and library movement.

It is only to achieve this end that this library has organised the District Library Conference and the Library exhibition, which has been opened by Dr. Wali Mohammad, the Librarian of the Lucknow University. The number of libraries functioning in the district, available to us is thirty-four of which most are small and localised. Of these, four are attached to the three High Schools and three to the Town Schools. Of the rest the majority is owned and managed by private individuals and societies whose circulation is confined only to a certain class of people. Leaving aside the Hindi Sahitya Pustakalya, Maurawan which possesses about four thousand books and subscribes forty periodicals, there are only three public libraries which have on their shelves about one thousand books each. Others do not possess even five hundred books. The libraries attached to the schools fall much short of the standard and are confined to students only. From my personal knowledge of these libraries I can assure you, gentlemen, that they are most ill-equipped and inadequate for the growing needs of the district.

Gentlemen, I am tempted to quote one example in this connection in order to illustrate the importance of

the library in rural areas. The country of Yugoslavia which is composed of small villages have organised a net-work of libraries. Every village has its own library, besides a number of book-clubs serving group of villages. In one such club there are 40,000 subscribers. Juvenile book-clubs distributed 100 thousand books a year among 23 thousand children between ten and fourteen years. One more example nearer home will be found in the progressive state of Baroda where on the auspicious occasion of the Diamond Jubilee of His Highness the Gaikwar it has been decided to open a library with a reading room in every village possessing a school.

But we should not forget that such schemes require not only the willing co-operation of the authorities and the public but also large sums of money which it is difficult to secure under existing financial stringency. If I may venture a suggestion I would insist on the organisation of a Library department under the ministry of education in every province. A certain percentage of the educational grants may be earmarked for establishing libraries in rural areas through District Boards or some such channel and to foster the library movement so that the phenomenal ignorance and illiteracy of our masses may be gradually removed, thus providing for an alround progress of our country.

The District Library Association which we propose to form to-day is expected to contribute towards the objects which we have detailed above and I invite all the delegates assembled here to give us a lead in this direction so that Unao may set an example to the rest of the province. What we want to-day in India is a happy and contented peasantry and nothing can bring this about but a general spread of education and a desire for social emancipation. I think

it is the library movement that can usher the spirit of enlightenment. May we have it ?

PRESIDENTIAL ADDRESS

Now that we are on the eve of new political developments—I leave aside the question whether all these developments are going to be on sound lines and are extensive enough to satisfy the needs of the situation—it is obvious that whatever good is possible from them can come only if the majority of new electors are well educated and able to judge various questions for themselves with a reasonable amount of intelligence. For the success of democratic institutions it is a commonplace to say that education should be widely diffused. Our leaders, of whom Gokhale was the pioneer, have therefore been rightly insisting upon the immediate necessity of introducing free and compulsory elementary education all over the country. This elementary education, however, generally means only a knowledge of the three R's and even that knowledge is not quite satisfactory according to our usual curriculum. But even if that curriculum is thoroughly gone through by all, it must be realised that it is only the beginning of the more extensive education which every one can acquire only by himself. The knowledge that he gets in the class-rooms whether of an Elementary School, a High School or a University can be a lasting and useful possession only if it is creative, it has in it the seeds of its own expansion, if it can be the foundation of an intellectual structure which is continually growing in range and complexity. To allow this knowledge to grow from more to more there must be other supplementary institutions and of these the most important are libraries of various grades, the universal library, the town or city library, the village library and even the travelling library.

Carlyle calls a library the real university and unless a man has at his command such a library and is able to use it properly he cannot be said to have graduated in the real university of life and culture. I have always felt that the real intellectual worth of a man can be best judged by the books he has read and mastered, not in the letter but in the spirit ; one can best judge him by examining the collection of the books which he regards as a part of his being. But that collection small or great—and in these days of cheap books it is not so very expensive to have a tolerably large collection which is one's very own—it will help us to know his interests. But such may not be possible for all or even a large number ; moreover he may not be in a position to make a good choice ; hence the great need of libraries available to all.

Libraries are, however, not merely collections of books, large or small. They require a good deal of organisation if they are to be really useful. The selection, the cataloguing, the arrangement, the circulation, the care of books require great thought and a conference like this will do a good deal to help their managers to enable the subscribers to derive the utmost benefit from them. We are here concerned with what is possible in a moderate sized town or even a village ; and seeing that India is a land of villages the field before this conference is not thereby very much limited. In fact such village libraries should form the broad base, and universal libraries should form the apex of the whole library structure.

The life of a villager is generally drab and uninteresting and this perhaps is the cause of the continued migration of intelligent villagers to towns. Every body agrees that this tendency has to be checked and the pro-

vision of library facilities to villagers will do a good deal in this direction. Easy transport facilities, a wide spread of broadcasting are other means for achieving this end. I do not consider any village organisation at all satisfactory, unless it has good communications with other parts, a well equipped elementary school, a library and reading room, and a wireless set if it is all practicable. The library and reading room should form the intellectual centre of the village and it should be also used as the centre of adult education. It should be made the duty — cheerfully undertaken of one of the school masters to take charge of the library and help the villages in making the best use of it. The schoolmaster should take his place as the intellectual leader of the village and he should not take part in the usual village factions but should aspire to be the real servant of the village that a leader ought to be.

A village library need not be very large but the books should be continually changed from a central store. This would be particularly easy if there is a large network of village libraries in the district so that the same set of books can be transferred from one place to another. Books are a more lumber if they lie unused on the shelves; they are of value only if they are continually read by different persons. If boxes of fifty or a hundred books on various topics are sent to a village of say 500 population and replaced by a similar one, every month or two and the villagers are encouraged to read these books according to their taste it will serve to raise their intellectual level and make them better citizens. The readers should be also encouraged to make known their requirements which should be met, as far as possible from a central store. Each set should contain books on current topics of interest, agriculture and handicrafts,

in addition to light literature like novels, plays and poetry. The main thing is to create a sense of curiosity and when once this is aroused, the person can be trusted to take care of his own requirements. In the matter of reading the well known saying *l'appetit vient en mangeant*—appetite comes by eating—is peculiarly true.

The combination of a library of books with a reading room is essential. Newspapers are for most people the only intellectual food and in these days of increased political opportunity they are of great use in educating public opinion. I hope, however, that in the management of these reading rooms place will be found for organs of different political and other opinions so that the readers will have before them the means of acquainting themselves with the various sides of every question. For sound political progress we must be on our guard against encouraging a purely mob mentality. We must encourage freedom of thought for all. I utter these words of warning as the managing committees of these bodies are to promote their own views by the questionable practice of suppressing opposite news. Real truth comes out by repeated discussion a fact which is being forgotten not only by many in our country but by the leaders of such advanced countries, like Germany and Italy, where no opinion opposed to the prevailing creeds of Nazism and Fascism is allowed any voice.

The meagreness of literature of a modern character in Indian languages and the low quality of Indian vernacular journalism are often commented upon. This defect is, however, the cause as well as the result of a paucity of readers. If books and newspapers can be assured of a large circulation their quality will inevitably improve. A wide spread habit of reading which such library movements like 'yours will necessarily

encourage, will surely be in the interests of Hindi literature also. If a fair number of readers can be expected, books will be produced which will be suitable for the large mass of the Hindi reading public. Hindi is spoken by several crores of people and there is no reason why the production of books, newspapers and journals in the language should not increase very rapidly. This will also help the cause of higher education and adult education through the vernaculars. All these desirable objects are mutually interdependent and a strong move in the development of village libraries is as good a beginning as we can make.

Ladies and gentlemen, I wish all success to these efforts to spread a network of libraries all over your district. Some other provinces and the state of Baroda, under the inspiring initiative of H. H. the Maharaja Gaikwar have been taking a keen interest in this movement and making remarkable progress. It is the duty of Government to do much more than it is doing so far and I hope that when financial conditions are better your ministers of education in the new regime will pay special attention to this movement and devote a considerable sum of money for this object. But I don't think we should remain silent with folded hands without trying to help ourselves. The organisers of this movement have set an admirable example. Will not others follow it? It is true we have not many multi-millionaires like Andrew Carnegie who are prepared to scatter libraries far and wide over the whole country. But what cannot be done by one single man can be achieved by the efforts of many. Even in our country the spirit of charity is widespread. If some of this charity can be diverted towards objects like these, a great deal of success can be achieved. From many villages there

have gone out people who have prospered in the world. They should think it their duty to do something for the village of their births. Recently I have given some thought to the matter of expense and have sent proposals to the district local board in which my native village lies, for the introduction of free and compulsory elementary education in that village. In addition to offering an endowment to meet the Board's share of expense in introducing compulsion I have offered them three thousand rupees for a building for the school and the village library, and this sum, I believe, will be quite sufficient in this province also for such a combined building. In my proposals, I have insisted that the introduction of compulsory education will be ineffective without a village library and a brother of mine has promised to endow it with two thousand rupees for its current expenses. I mention this not in a spirit of self-glorification but in order to appeal to others like myself to do their duty towards the place of their birth. Such a man should not be beyond the reach of many persons, provided they have the will and the desire to do their bit. It would be a better way of spending money than some other ways of which we know but too well. We are not a rich country and it therefore behoves us all to husband our resources and get the greatest possible benefit from such as are available to us. I cannot think of a better way of satisfying our altruistic instincts than building and endowing a village library which will help to make our fellows better men and women and do something, however little it may be, to raise the level of our country.

BOOK REVIEWS

Bechtold, Fretz. *Nanga Parbat adventure.* Murray, London, 1935, translated from the German by H. P. G. Tyndale. 88 pp. Index, 114 illustrations, 10s 6d net.

This is a very well-written narrative of the attempt in 1934 under the leadership of Willy Merkl to attain the summit of Nanga Parbat. Dedicated as it is to the memory of Merkl, Drexel, Welzenback, Wieland and the six porters "who now lie on Nanga Parbat," the story is one of indomitable courage culminating in tragic disaster. One cannot but admire the spirit of the climbers and their loyalty to each other and to the aim which they had set before them. We need this spirit in the world to-day and if we care to look for it there, can I am convinced, sense its presence in the less spectacular but perhaps more useful achievements of practical everyday life. But the romantic, the daring, the spectacular can stir us far more than ordinary things, no matter how worthy, and to every one with red blood in his veins, a great mountain-peak is an unescapable challenge. Though Nanga Parbat is still unconquered, Willy Merkl and his companions have led the way to ultimate conquest, for there is no doubt that despite the tragedy of 1934 expeditions will continue to assault this peak until at length it submits.

The illustrations in this book are splendid—the best mountain pictures of the Himalayas hitherto published anywhere. To those who have read with interest, Young-husband and Smythe on Everest and Kamet, this book can be highly commended. It is briefer than other volumes just cited, but in some ways an even better and more beautifully-rendered story.

—F. Mowbray Velte

Kane, J. N. *Famous First Facts and More First Facts.* H. W. Wilson Co., New York. 1934 and 1935, Illustrated.

These two volumes contain "a record of first happenings, discoveries, and inventions in the United States," and constitute, therefore, a very valuable addition to the reference shelves of any library. They would have been more use of to us here in India had they not been limited in their scope to the U. S. A., but obviously the author had to limit his field in the interests of greater detail and accuracy. He has done an excellent piece of work although he has not put any great measure of vitality into this matter and might by so doing have made it considerably more invigorating. Possibly we ought not to expect this quality of books of this nature, although it is hard to see why they should not be very live and inspiring. However Mr. Kane has collected a very large mass of material of both greater and lesser importance and arranged it well and handily. The illustrations are interesting and on the whole well-chosen.

—F. Mowbray Velte.

Johnston, J. P. *Unquenchable flame, biographical sketches of Miss Elizabeth Rose Bruce sometimes called, "The Woman of Destiny."* Published by Sawan Service League Bias, Punjab 1935. PP. 288. Price Rs. 3/8/.

The life-story of one of the greatest women in the world, the book gives a very interesting account of the life of the Arabs with whom Miss Bruce spent her childhood. The incidents related in the book about her life are more interesting than a novel. Son of an English Lord, her father was turned out of her ancestral home for marrying an American girl. Miss Bruce's mother died when she was only a year old. Her father took her to Jerusalem where she lived with an Arabian Princess who gave her training in herbal treatment. Miss Bruce

had a pilgrimage to Mecca, the Holy City of Islam, where no infidel is allowed to enter. She went into the sacred shrine in the disguise of a Persian woman.

Miss Bruce is rightly called "A Woman of Destiny," because many a times she was on the verge of death. In Austria she was once almost roasted to death in an oven. Another time she was washed away for miles down a flooded river. Once she had to encounter a pack of hungry wolves as big as cows. For three years she lived in the dense forest of Sankern, India learning the science of herbal treatment with a yogi. There she was bitten by a Cobra

In America Miss Bruce earned several million dollars by curing several incurable cases. It put the American doctors to thinking. They asked her to give her secrets to the world. The book gives an interesting account of her fight with the American Medical Association for seeking recognition as a physician. Leaving her lucrative practice she came again to India in order to quench for flame of yearning for spiritual enlightenment. She is now living a humble life with a great sage on the banks of the river Bias. The book is a fairy tale for a general reader and a mine of spiritual information for a student of occult science.

—R. Manchanda.

Catalogue of Bengali Books

Catalogue of Bengali Books (classified under the Dewey Decimal system of classification) in the E. I. Railway Indian Institution, Lillooah has been sent to us for review by the courtesy of the Honorary Secretary of the Institute.

It is stated in the foreword by the editor that it is

the first book of its kind in Bengali. The first twelve pages give a short explanation of the Dewey Decimal system of classifying books, and the main divisions of the system. The Bengali translation of the terms of the Dewey system is uniformly happy.

Then follows the main catalogue of the Bengali Books. The system of cutter-marks followed shows a variation from that adopted generally, in that whereas generally the first initials used in cutter-marks is obtained from the surname of the author, here it is obtained from the "christian" name. This, we think, answers well to the Indian conditions.

As the alphabetical systems of almost all Indian languages is similar it is highly desirable that the system of cutter-marks employed for books in Indian vernacular should be uniform. The best system that we have come across so far, is the one used in Dyal Singh Library, Lahore, for cataloguing Hindi books.

There is one criticism which we would like to make with regards to the one particular detail of the classification system used in this book. If those responsible for the present form of the catalogue have made a variation upon the system of cutter-marks to suit Indian conditions, it was ten times more imperative to vary the the Dewey system in its sub-division of Literature for that purpose. As it is the classification becomes too cumbersome. The majority of the books in the Library, we suppose, belong to Bengali Literature. And for all the books an unwieldy number is needed. A Bengali novel, for instance, would on this system be 891.443, instead of a simpler number. Here again we recommend to the Librarians the system for classifying vernacular books as used in the Dyal Singh Library, Lahore.

— S. S. Saith.

ROUND the FOREIGN LIBRARIES

By S. S. Saith.

The growth of the Public Library. *The Birmingham Daily Mail* publishes an informative article on the history of the public library. The writer notes that Bulgaria has been celebrating as a real national holiday, its Book Day. This holiday was inaugurated six years ago by the Ministry.

In England, the article goes on, although public libraries have been in existence for more than 80 years, it is the recent developments which have been so remarkable. By the end of the war 40% of the population of Great Britain lived in areas without public libraries.

To-day, few people are not in a position to procure almost any kind of book from their public library. In the Irish Free State, nearly all the counties have public libraries under the Government Act of 1925. The Belgians had to wait until 1920 until their government recognised the need for such libraries. Italy, until more recent times, had libraries, but few readers, as so many of the peasants were illiterate. To-day the Italian state is taking a greater interest in its libraries than ever before.

In the U. S. S. R. the libraries are in many cases the direct result of the Revolution, when the spoil from private libraries formed the beginnings of many a provincial library. The article deals with several other countries, and gives some significant facts.

Most influential books since 1885. Three prominent Americans have made out separate lists of the 25 most *influential*, books published since 1885.

All three judges agreed on the following titles: Karl Marx—*Das Kapital*; Edward Bellamy—*Looking*

Backward; Sir James George Frazer—*The Golden Bough*
Oswald Spengler—*The Decline of the West*.

Books that received the votes of two of the judges are :

William James—*The Principles of Psychology* ;
T. B. Veblen—*The theory of the Leisure class* ; Henry
Adams—*The Education of Henry Adams* ; Albert Ein-
stein—*Relativity, the Special and General theory* ; H. G.
Wells—*Outline of History* ; Sinclair Lewis—*Babbitt* ;
Sigmund Freud—*The Interpretation of Dreams* ; James
Joyce—*Ulysses* ; Alfred Mahan—*The Influence of sea-
power upon History*, Rudyard Kipling—*Barrack-Room
Ballads* ; Sir James Jean—*The Mathematical theory of
Electricity and Magnetism* ; Marie Stopes—*Married Love
and Wise Parenthood* ; V. I. Lenin—*Imperialism: the State
and Revolution*, J. M. Keynes—*The Economic Conse-
quences of the Peace* ; E. M. Remarque—*All Quiet on the
Western Front*.

An American Visitor. Here is an impression of an
American who visited England and Scotland on holiday :

An American is always impressed by London,
which seems to be a real capital, giving one a sense of
age and of solidity combined, such as one does not find
in cities like Rome and Paris. At Manchester I was
interested in the new building of the Central Library,
and there were things to see in Birmingham, with its
wonderful Shakespeare collection, and in Bristol, and in
the busy city of Glasgow, in which an American seems
to be at home, and Edinburgh with its undying beauty
and Dunfermline, the town of Carnegie, in which the
folk find so much time in which to stare at the stranger.
I saw interesting work being done in libraries every-
where. The lovely scenery of Scotland and of Wales
lingers in my memory.

(Continued on Page 95.)